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ABSTRACT

This study investigated the relationship of language learning strategies use and self-efficacy of French, Japanese, and Spanish elementary immersion students. Previous and concurrent research conducted by the National Capital Language Resource Center (NCLRC) indicated that secondary level language students show positive correlations between the amount of learning strategies use and level of self-efficacy. However, no research has investigated whether this correlation is positive with younger students. Through two questionnaires, The Immersion Language Learning Strategies Questionnaire and The Immersion Self-Efficacy Questionnaire, researchers were able to collect and analyze data on elementary school students' reported use of strategies and self confidence to address the research question: "Do students who show greater use of language learning strategies perceive themselves to be more effective language learners?" Results revealed that younger students, grades 4-6, who reported greater strategy use also perceived themselves to be more confident learners. This information provides incentive for teachers to teach and promote strategies for use in the classroom as a way of increasing students' self confidence as learners who may then be more ready to take on challenging learning tasks. Tables and matrices display detailed data and findings. Both questionnaires are appended as appendix A and B. 5 references. (Author/KFT)

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ED 445 521

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER

GEORGETOWN UNIVERSITY/ CENTER FOR APPLIED LINGUISTICS

Elementary Immerison Students Perceptions of Language Learning Strategies Use and Self-Efficacy

Introduction

This study investigated the relationship of language learning strategies use and self-efficacy of French, Japanese and Spanish elementary immersion students. Previous and concurrent research conducted by the National Foreign Language Resource Center indicated that secondary level foreign language students show positive correlations between the amount of learning strategies use and level of self-efficacy. However, no research has investigated whether this correlation is also positive with younger students. Through two questionnaires, The Immersion Language Learning Strategies Questionnaire and The Immersion Self-Efficacy Questionnaire, researchers were able to collect and analyze data on elementary students' reported use of strategies and self-confidence to address the research question: "Do students who show greater use of language learning strategies perceive themselves to be more effective language learners?" Results revealed that younger students, grades 4-6, who reported greater strategy use also perceived themselves as more confident learners. This information provides incentive for teachers to teach and promote strategies use in the classroom as a way of increasing students' self-confidence as learners who may then be more ready to take on challenging learning tasks.

Learning Strategies and Motivation: Theoretical Background

Motivation plays an important role in all types of learning, including language learning. Highly motivated students work hard, persevere in the face of difficulties, and find satisfaction in the

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successful accomplishment of a learning task. Strategies have been linked to motivation and particularly to a sense of self-efficacy leading to expectations of successful learning (Zimmerman & Pons, 1986). The development of an individual's self-efficacy, or level of confidence in successfully completing a task is closely associated with effective use of learning strategies (Zimmerman, 1990). Self-efficacy is at the root of self-esteem, motivation, and self-regulation (Bandura, 1992). Self-efficacious learners feel confident about solving a problem because they have developed an approach to problem solving that has worked in the past. They attribute their success mainly to their own efforts and strategies, believe that their own abilities will improve as they learn more, and recognize that errors are a part of learning. Students with low self-efficacy, on the other hand, believe themselves to have inherent low ability, choose less demanding tasks on which they will make few errors, and do not try hard because they believe that any effort will reveal their own lack of ability (Bandura, 1992).

Having access to appropriate strategies should lead students to higher expectations of learning success, a crucial component of motivation. An important aspect in viewing oneself as a successful learner is self-control over strategy use. This type of self-control can be enhanced if strategy instruction is combined with metacognitive awareness of the relationship between strategy use and learning outcomes. Students with greater metacognitive awareness understand the similarity between a new learning task and previous tasks, know the strategies required for successful problem solving or learning, and anticipate that employing these strategies will lead to success (Paris & Winograd, 1990).

Procedures

Identifying Subjects. Subjects for the study were drawn from Spanish and French full

immersion programs and a Japanese partial immersion program in the Washington DC/Virginia metropolitan area. Students in the full immersion Spanish and French programs study all class subjects in the target language. In the partial Japanese immersion program students study math, science and Japanese language arts in the target language. Grades represented in the study include fourth, fifth, and sixth grade for the French and Japanese immersion schools and fourth and fifth grade for the Spanish immersion school which did not have a sixth grade at the time of data collection. Participation was voluntary by both teachers and students. Only students from whom parent permission was obtained were included in the results of the analysis. Table 1 shows the number of students for each language participating in the study.

Table 1.

Language	Grade 4	Grade 5	Grade 6
Japanese	20	12	13
French	19	27	14
Spanish	19	19	NA

Immersion Learning Strategies Questionnaire (ILSQ). The ILSQ was used to collect data on the types of strategies students use and the frequency with which they use them. The format of the questionnaire was modeled on previous measures developed by the researchers for identifying high school and college level students' strategies use. However, the instrument was adapted so that it would be understandable to elementary school children. Researchers developed a scripted administration guide so that all children received the same set of instructions and had the same amount of time (30 minutes)for completing the questionnaire. (See Appendix ## for a copy of the ILSQ.)

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The questionnaire reflected strategies use for each of the four modalities: reading, listening, writing and speaking. Questionnaires were identical across languages with the exception of the Japanese instrument which, in addition to the four modalities, contained a section on learning and remembering kanji characters. Researchers met to decide on a set of focal learning strategies to be represented in the questionnaire and made decisions based on previous interviews with immersion students as well as classroom observations conducted by the researchers. Learning strategies were selected to represent the processes of planning, monitoring, problem-solving and evaluating for each modality. Table 2 gives examples of items for the reading task:

Table 2.

Process	Item
Planning	Before you read in *language*, do you try to figure out what it will be about?
Monitoring	When you read in *language*, do you imagine pictures in your head or imagine you are part of the story?
Problem-Solving	When you read a word you don't know, do you try to figure out its meaning by looking at the rest of the story?
Evaluating	After you read something in *language*, do you think about how well you understood it?

Students responded to the questionnaire by marking whether they used a strategy *almost every time, sometimes*, or *almost never*. These response choices were represented by circles: a filled circle for almost every time, a semi-circle for sometimes, and an empty circle for almost never. Students were first given practice items to complete such as "During a school day, do you have

recess?" to ensure that all students understood how to respond to the questionnaire.

A class of fourth grade students not participating in the actual research study was chosen as a pilot test site for the ILSQ. Results were analyzed for reliability and the questionnaire was revised accordingly. In addition, the questionnaire was given to fourth, fifth, and sixth grade teachers to check for readability. The revised questionnaire was then administered to the target student population in spring 1996.

Immersion Self-Efficacy Questionnaire (ISEQ). The ISEQ asked students to indicate their level of self-confidence for performing language tasks in the four modalities: reading, listening, writing, and speaking. The Japanese ISEQ also had an additional section on students' self-efficacy for learning kanji. For each question students were asked to indicate how sure they were that they could do the task. A sample item for reading is: "When you read in *language*, can you figure out what new words mean?" Responses choices included *no way, probably not, maybe, probably*, and *definitely*. This instrument is modeled on a similar questionnaire developed by the researchers for use in high school and college-level classes. It was adapted to be understandable to elementary school children (e.g., responses items were changed from a likert-type scale to word phrases). The questionnaire addressed similar language tasks as the ILSQ so that correlations could be run between the two instruments. (See Appendix ## for a copy of the questionnaire.)

As with the ILSQ, researchers developed an administration guide so all students received identical directions and had the same amount of time (30 minutes) for completing the questionnaire. The instrument was prefaced with practice items such as "Can you say the alphabet backwards?" so students could become accustomed to the items and response choices. The ISEQ was pilot tested in the same way as the ILSQ with a non participating group of fourth grade students and participating

teachers reviewed the instrument. The ISEQ was revised accordingly to the pilot testing and then administered to the target sample of students in spring 1996.

Analysis and results. Responses to the questionnaires were given numerical values, entered into a computer data spreadsheet and verified by another researcher. For purposes of this study the questionnaire data was collapsed across languages and then correlations were run using the statistical program SPSS. Table 3 gives coefficients for correlations of interest. All correlations were significant (including blank cells), except where marked not significant (NS).

Table 3
Correlations between Use of Learning Strategies and Self-Efficacy

	LSQ Overall	ILSQ Reading	LSQ Listening	LSQ Speaking	LSQ Writing	LSQ Kanji (Japanese)
SEQ Overall	**r = .42** (n=134) p = .000					**r = .33** (n=40) p = .020
SEQ Reading		**r = .34** (n=134) p = .000				**r = .39** (n=40) p = .006
SEQ Listening			**r = .30** (n=134) p = .000			NS r= .10 (n=40) p=.269
SEQ Speaking				**r = .29** (n=133) p = .000		NS r= .13 (n=40) p=.216
SEQ Writing					**r = .35** (n=134) p = .000	**r = .45** (n=40) p = .002
SEQ Kanji (Japanese only)	**r = .27** (n=40) p = .043	**r = .26** (n=40) p = .050	NS r=.257 (n=40) p=.055	NS r= - .03 (n=40) p=.418	NS r= .247 (n=40) p=.062	NS r = .16 (n=40) p = .155

Results show that students who showed greater use of language learning strategies perceived themselves to be more effective language learners. Self-efficacy and strategies use had moderate positive correlations overall and for reading, listening speaking and writing.

In Japanese classrooms, self-efficacy for learning kanji was not significantly correlated with strategies for learning kanji. Correlations between kanji items and other sections showed that use of strategies for learning kanji had a positive relationship with overall self-efficacy and with self-efficacy for reading and writing. Likewise, self-efficacy for learning kanji correlated positively with overall strategies use and with use of reading strategies; correlations of kanji-self-efficacy with writing and listening strategies approached significance.

Discussion/Implications.

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① IMMERSION LEARNING STRATEGIES QUESTIONNAIRE (ILSQ--UPPER GRADES) SPANISH ADMINISTRATION GUIDE

[Instructions in italics.] [SCRIPT FOR ADMINISTRATOR TO READ IS IN SMALL CAPITALS.*]*

Materials Needed
ILSQ [YELLOW--on top] & ISEQ [GREEN] for each student (check language version)
2 Administration Guides--ILSQ (this document) & ISEQ
Chalkboard, Chalk, Eraser

Directions *Administer ILSQ then ISEQ same day.*
Before starting*, write the following on the chalkboard (fill in appropriate information):*

Date: _____
Teacher: _____
Grade: _____

[Leave plenty of space for writing the line of sample responses (see following page).]
Do not distribute questionnaires until all students are seated.
I'M GOING TO HAND OUT SOME QUESTIONNAIRES.
WHILE I'M DOING THAT, CLEAR EVERYTHING FROM YOUR DESK AND GET OUT A PENCIL.
DON'T TURN THE PAGES YET. WE'RE GOING TO TURN THE PAGES ALL TOGETHER.
Distribute ILSQs (yellow) and ISEQs (green).
DOES EVERYONE HAVE A YELLOW QUESTIONNAIRE, A GREEN QUESTIONNAIRE AND A PENCIL?
IS YOUR DESK CLEAR OF EVERYTHING ELSE? *Make sure all desks are clear.*

WE'LL START WITH THE YELLOW QUESTIONNAIRE.
PRINT YOUR FIRST AND LAST NAME ON THE FRONT OF YOUR YELLOW QUESTIONNAIRE.
COPY THE OTHER INFORMATION FROM THE CHALKBOARD.
Visually confirm that all students write their names & information on questionnaire.

THIS IS NOT A TEST, JUST A WAY FOR US TO FIND OUT ABOUT HOW STUDENTS LEARN.
THIS QUESTIONNAIRE WANTS TO KNOW ABOUT WAYS <u>YOU</u> LEARN AND DO WORK FOR SCHOOL.
THERE ARE NO WRONG ANSWERS.
ANY ANSWER YOU GIVE IS CORRECT AS LONG AS IT'S TRUE **FOR YOU,**
AS LONG AS IT TELLS WHAT **YOU** THINK IS TRUE ABOUT YOURSELF.
WE WANT TO KNOW WHAT **YOU** THINK, NOT WHAT ANYONE ELSE THINKS.

NOW TURN TO PAGE ONE. YOUR PAGE SHOULD LOOK LIKE THIS:
[show your copy of practice page] *Visually confirm that all students are at p. 1.*

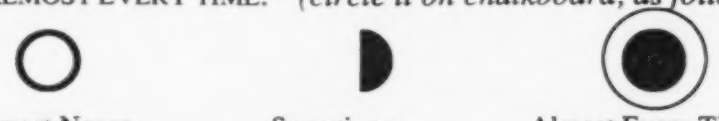
TO SHOW YOU ABOUT THE QUESTIONNAIRE, WE'LL DO SOME PRACTICE QUESTIONS TOGETHER. AS WE DO THEM, DON'T TELL ME YOUR ANSWER, JUST MARK IT ON THE QUESTIONNAIRE. I WANT YOU TO ANSWER WHAT IS TRUE FOR YOU.

[Don't erase previous information. Draw the following on the chalkboard:]

Almost Never Sometimes Almost Every Time

THE FIRST QUESTION SAYS, "DURING A SCHOOL DAY, DO YOU HAVE RECESS?" *(YES.)*

IF YOU ALMOST ALWAYS HAVE RECESS, THIS CAN BE EVERY DAY OR ALMOST EVERY DAY THAT YOU HAVE SCHOOL, DRAW A RING AROUND THE FILLED-IN CIRCLE THAT SAYS "ALMOST EVERY TIME." *(circle it on chalkboard, as follows:)*



Almost Never Sometimes Almost Every Time

IF YOU HAVE RECESS SOME SCHOOL DAYS, BUT THERE ARE MANY SCHOOL DAYS THAT YOU DON'T HAVE RECESS, DRAW A RING AROUND THE HALF CIRCLE THAT SAYS "SOMETIMES." *(Circle on chalkboard, erasing previous mark:)*

Almost Never Sometimes Almost Every Time.

IF YOU NEVER HAVE RECESS, OR ALMOST NEVER, DRAW A RING AROUND THE EMPTY CIRCLE THAT SAYS "ALMOST NEVER." *(Circle on chalkboard, erasing previous mark:)*

Almost Never Sometimes Almost Every Time

DOES ANYONE HAVE ANY QUESTIONS? RAISE YOUR HAND IF YOU NEED HELP.

Give students 10 full seconds for all items. Check for difficulties.

If needed, repeat instructions or explain so students understand what to do.

NOW LET'S TRY A COUPLE MORE.

THE SECOND QUESTION SAYS, "DURING A SCHOOL DAY, DO YOU GO TO DISNEYLAND?"

FOR NEVER OR ALMOST NEVER, DRAW A RING AROUND THE EMPTY CIRCLE.

FOR SOMETIMES, DRAW A RING AROUND THE HALF CIRCLE.

FOR ALWAYS OR ALMOST EVERY TIME, DRAW A RING AROUND THE FILLED-IN CIRCLE.

(Pause) THE THIRD QUESTION SAYS, "DURING A SCHOOL DAY, DO YOU HAVE MUSIC CLASS?"

DRAW A RING AROUND YOUR ANSWER--ALMOST NEVER, SOMETIMES, OR ALMOST EVERY TIME.

DOES ANYBODY HAVE ANY QUESTIONS ABOUT HOW TO DO THIS? *(Pause)*

If needed, re-explain instructions or model how you would answer other sample items.

GOOD. NOW WE'RE READY TO ANSWER SOME QUESTIONS ABOUT WHAT YOU CAN DO IN SPANISH. TURN TO PAGE 2.

FOLLOW ALONG AS I READ THE QUESTIONS OUT LOUD.

THESE FIRST QUESTIONS ARE ABOUT READING IN SPANISH.

"LISTED BELOW ARE SOME THINGS THAT YOU MIGHT OR MIGHT NOT DO TO HELP YOU UNDERSTAND WHAT YOU ARE READING IN SPANISH. FOR EACH ONE, CIRCLE WHETHER **YOU** DO IT ALMOST NEVER, SOMETIMES, OR ALMOST EVERY TIME. **TELL WHAT YOU REALLY DO, NOT WHAT YOU THINK YOU SHOULD DO.**"

FIND QUESTION R 1.
"BEFORE YOU READ IN SPANISH, DO YOU TRY TO FIGURE OUT WHAT IT WILL BE ABOUT?"
CIRCLE YOUR ANSWER--ALMOST NEVER, SOMETIMES, OR ALMOST EVERY TIME.

For reading remaining questions:
State item letter & number.
Read question.
Repeat question when you think students need it.
Cue page turns and state page number.

For comment sections:
IF YOU CAN THINK OF SOME THINGS YOU DO FOR _*[READING]*_ SPANISH THAT WE HAVEN'T THOUGHT OF, WRITE THEM ON THE LINES. YOU CAN WRITE IN EITHER ENGLISH OR SPANISH, WHICHEVER IS EASIER FOR YOU.
(Watch students, and ask if everyone's done. Allow maximum of 3 minutes.)

(If students ask what to put if there's nothing else they do, tell them they can leave it blank.)

For switching sections:
THE NEXT GROUP OF QUESTIONS IS ABOUT *(READING/LISTENING/SPEAKING/WRITING)* IN SPANISH.
(Read the description.)

If students are leaving items blank, say to the class:
MAKE SURE YOU GIVE AN ANSWER TO EVERY QUESTION. REMEMBER, THIS IS NOT A TEST.

////////////

① WAYS I LEARN

SPANISH IMMERSION

(Name in English)

Last Name: ☐☐☐☐☐☐☐☐☐☐☐☐☐

First Name: ☐☐☐☐☐☐☐☐☐☐☐☐☐

Date: _____

Teacher: _____

Grade: _____

Practice Questions

P 1. **During a school day, do you have recess?**

Almost Never

Sometimes

Almost Every Time

P 2. **During a school day, do you go to Disneyland?**

Almost Never

Sometimes

Almost Every Time

P 3. **During a school day, do you have music class?**

Almost Never

Sometimes

Almost Every Time

Reading Spanish

Listed below are some things that you might or might not do to help you understand what you are reading in Spanish. For each one, circle whether <u>you</u> do it Almost Never, Sometimes, or Almost Every Time. Tell what you <u>really</u> do, not what you think you should do.

R 1. **Before you read in Spanish, do you try to figure out what it will be about?**

Almost Never *Sometimes* *Almost Every Time*

R 2. **While you read in Spanish, do you decide how important each part is?**

Almost Never *Sometimes* *Almost Every Time*

R 3. **When you read in Spanish, do you imagine pictures in your head or imagine you are part of the story?**

Almost Never *Sometimes* *Almost Every Time*

R 4. **If something doesn't make sense when you read in Spanish, do you go back and try to understand it?**

Almost Never *Sometimes* *Almost Every Time*

R 5. **When you read a Spanish word you don't know, do you try to figure out its meaning by looking at the rest of the story?**

Almost Never *Sometimes* *Almost Every Time*

R 6. **When you read a Spanish word you don't know, do you use a dictionary, class charts, or notes to figure out its meaning?**

Almost Never *Sometimes* *Almost Every Time*

R 7. **When you read a Spanish word you don't know, do you try to think of an English word that sounds like the Spanish word?**

Almost Never *Sometimes* *Almost Every Time*

R 8. **After you read in Spanish, do you check if you were right about what you thought would happen?**

Almost Never *Sometimes* *Almost Every Time*

R 9. **After you read something in Spanish, do you think about how well you understood it?**

Almost Never *Sometimes* *Almost Every Time*

What other things do you do to help you when you are reading Spanish?

_____

_____

_____

_____

Listening to Spanish

Listed below are some things that you might or might not do to help you understand what you are hearing in Spanish. For each one, circle whether <u>you</u> do it Almost Never, Sometimes, or Almost Every Time. Tell what you <u>really</u> do, not what you think you should do.

L 1. **Before you listen to Spanish, do you try to figure out what the person will talk about?**

Almost Never *Sometimes* *Almost Every Time*

L 2. **When you listen to a story in Spanish, do you imagine pictures in your head or imagine you are part of the story?**

Almost Never *Sometimes* *Almost Every Time*

L 3. **If you don't understand something you hear in Spanish, do you ask a question or ask the person to repeat?**

Almost Never *Sometimes* *Almost Every Time*

L 4. **Do you try to figure out the meanings of words you don't understand when you are listening to Spanish?**

Almost Never *Sometimes* *Almost Every Time*

L 5. **After you hear something in Spanish, do you check if you were right about what you thought the person would say?**

Almost Never *Sometimes* *Almost Every Time*

L 6. **After you hear something in Spanish, do you think about how well you understood it?**

Almost Never *Sometimes* *Almost Every Time*

What other things do you do to help you when you are listening to Spanish?

_____

_____

_____

_____

Speaking Spanish

Listed below are some things that you might or might not do to help yourself speak in Spanish, like if you present a report, answer questions in class, or have a conversation. For each one, circle whether you do it Almost Never, Sometimes, or Almost Every Time. Tell what you really do, not what you think you should do.

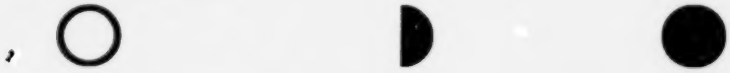
S 1. **Before you speak in Spanish, do you think about what you want to say?**

Almost Never *Sometimes* *Almost Every Time*

S 2. **Before you speak in Spanish, do you think of what you know about the topic?**

Almost Never *Sometimes* *Almost Every Time*

S 3. **When you speak in Spanish, do you look at the listeners to see if they understand you or if they are interested?**



Almost Never *Sometimes* *Almost Every Time*

S 4. **If you realize you said something wrong or confusing in Spanish, do you explain it again or correct yourself?**

Almost Never *Sometimes* *Almost Every Time*

S 5. **If you can't think of the Spanish word you want, do you think of another way to say it in Spanish?**

Almost Never *Sometimes* *Almost Every Time*

What other things do you do to help you when you are speaking Spanish?

_____

_____

_____

_____

Writing in Spanish

Listed below are some things that you might or might not do to help you write in Spanish. For each one, circle whether <u>you</u> do it Almost Never, Sometimes, or Almost Every Time. Tell what you <u>really</u> do, not what you think you should do.

W 1. **Before you write in Spanish, do you think about what you want to say?**

Almost Never *Sometimes* *Almost Every Time*

W 2. **Before you write in Spanish, do you think of what you know about the topic?**

Almost Never *Sometimes* *Almost Every Time*

W 3. **When you write in Spanish, do you think about what information is most important to write about?**

Almost Never *Sometimes* *Almost Every Time*

W 4. **Do you imagine or draw a picture to help you write in Spanish?**

Almost Never *Sometimes* *Almost Every Time*

W 5. **When you are writing, if you can't think of the Spanish word you want, do you think of another way you can say it in Spanish?**

Almost Never *Sometimes* *Almost Every Time*

W 6. **When you write in Spanish, do you use a dictionary, charts, posters, or your notes?**

Almost Never *Sometimes* *Almost Every Time*

W 7. **Do you try to remember how to write Spanish words by <u>seeing</u> the word or letters in your mind?**

Almost Never *Sometimes* *Almost Every Time*

W 8. **Do you try to remember how to spell Spanish words by <u>hearing</u> the word in your mind?**

Almost Never *Sometimes* *Almost Every Time*

W 9. **After you write in Spanish, do you read it over to see if everything makes sense?**

Almost Never *Sometimes* *Almost Every Time*

W 10. **After you write in Spanish, do you check your spelling and grammar?**

Almost Never *Sometimes* *Almost Every Time*

What other things do you do to help you when you are writing Spanish?

② IMMERSION SELF-EFFICACY QUESTIONNAIRE (ISEQ--UPPER GRADES) SPANISH ADMINISTRATION GUIDE

[Instructions in italics. SCRIPT TO READ ALOUD IN SMALL CAPITALS.]

Materials Needed *(see ILSQ, which is administered first)*

Directions

NOW FIND THE GREEN QUESTIONNAIRE.
DON'T TURN THE PAGE YET. WE'RE GOING TO TURN THE PAGES ALL TOGETHER.
Visually confirm that all students have ISEQ ready,
and that only the questionnaires and a pencil are on each desk.
PRINT YOUR FIRST AND LAST NAME ON THE FRONT OF YOUR GREEN QUESTIONNAIRE.
FILL IN THE OTHER INFORMATION FROM THE CHALKBOARD.
Visually confirm that all students write their names on the questionnaire.

LISTEN WHILE I TELL YOU ABOUT THIS QUESTIONNAIRE.
IT'S A LITTLE DIFFERENT FROM THE FIRST ONE.
THIS IS NOT A TEST, JUST A WAY FOR YOU TO TELL HOW YOU FEEL ABOUT
YOUR READING, LISTENING, SPEAKING, AND WRITING IN SPANISH.
LIKE THE OTHER QUESTIONNAIRE, THERE ARE NO WRONG ANSWERS.
ANY ANSWER YOU GIVE IS CORRECT AS LONG AS IT'S TRUE,
AS LONG AS IT TELLS WHAT **YOU** THINK IS TRUE ABOUT YOURSELF.
WE WANT TO KNOW WHAT **YOU** THINK, NOT WHAT ANYONE ELSE THINKS.

NOW TURN TO PAGE ONE.

YOUR PAGE SHOULD LOOK LIKE THIS: *[show practice page on your copy]*
Visually confirm that all Ss are at p.1.

TO SHOW YOU ABOUT THIS QUESTIONNAIRE, WE'LL DO SOME PRACTICE QUESTIONS TOGETHER.
AS WE DO THEM, DON'T TELL ME YOUR ANSWER, JUST MARK IT ON THE QUESTIONNAIRE.
I WANT YOU TO ANSWER WHAT IS TRUE FOR YOU.

THE INSTRUCTIONS SAY, "FOR EACH QUESTION, CIRCLE THE ANSWER THAT TELLS HOW SURE YOU ARE THAT YOU CAN DO THIS."
THE FIRST QUESTION ASKS, "CAN YOU WALK ACROSS THE ROOM?"
THAT MEANS "ARE YOU STRONG ENOUGH TO WALK ACROSS THE ROOM?"
MY CHOICES ARE:

NO WAY--THAT MEANS I CAN NOT DO IT
PROBABLY NOT--THAT MEANS I DON'T THINK I CAN WALK ACROSS THE ROOM BUT THERE'S SOME CHANCE
MAYBE--MAYBE I CAN WALK ACROSS THE ROOM, BUT MAYBE NOT
PROBABLY--I'M PRETTY SURE I CAN WALK ACROSS THE ROOM
DEFINITELY--THAT MEANS I KNOW I CAN WALK ACROSS THE ROOM.

CAN I WALK ACROSS THE ROOM? OF COURSE! I DEFINITELY CAN WALK ACROSS THIS ROOM.
I'M GOING TO DRAW A CIRCLE AROUND THE WORD "DEFINITELY." *[show on your copy]*
YOU CIRCLE THE ANSWER THAT IS TRUE FOR YOU. CAN YOU GO ACROSS THE ROOM?
YOU DON'T NEED TO TELL YOUR ANSWER, JUST MARK IT DOWN.
DOES ANYONE HAVE ANY QUESTIONS?
RAISE YOUR HAND IF YOU HAVE A QUESTION OR NEED HELP.

Give 10 full seconds for students to finish each item throughout questionnaire.
Check for difficulties.
If needed, repeat instructions or explain so students understand what they are to do.

NOW LET'S TRY A COUPLE MORE.
THE SECOND QUESTION IS, "CAN YOU SAY THE ALPHABET BACKWARDS?"

FOR QUESTIONS LIKE THIS ONE, DON'T TRY TO DO IT, JUST PUT WHAT YOU THINK.

DOES EVERYONE HAVE AN ANSWER?

OKAY NUMBER THREE, "CAN YOU LIFT UP A HOUSE WITH YOUR BARE HANDS?"

DOES ANYBODY HAVE ANY QUESTIONS ABOUT HOW TO DO THIS? *(Pause)*
If needed, re-explain instructions or model how you would answer other practice items.

GOOD.
NOW WE'RE READY TO ANSWER SOME QUESTIONS ABOUT WHAT YOU CAN DO IN SPANISH.
NOW TURN TO PAGE 2.

FOLLOW ALONG AS I READ THE QUESTIONS OUT LOUD.
REMEMBER, THE BEST ANSWER TELLS WHAT YOU REALLY THINK IS TRUE ABOUT YOURSELF, NOT WHAT ANYONE ELSE THINKS ABOUT YOU.

THESE FIRST QUESTIONS ARE ABOUT READING IN SPANISH.
"PRETEND YOUR TEACHER GIVES YOU SOMETHING NEW TO READ IN CLASS TODAY.
FOR EACH QUESTION, CIRCLE THE ANSWER THAT TELLS HOW SURE YOU ARE THAT YOU CAN DO THIS WHILE READING IN SPANISH."

FIND QUESTION R 1. "WHEN YOU READ IN SPANISH, CAN YOU FIGURE OUT THE MOST IMPORTANT INFORMATION?"
CIRCLE YOUR ANSWER--NO WAY, PROBABLY NOT, MAYBE, PROBABLY, DEFINITELY.

For reading remaining questions:
State item letter & number.
Read question.
Repeat question when you think students need it.
Cue page turns and state page number.

For switching sections:
THE NEXT GROUP OF QUESTIONS IS ABOUT
(READING/LISTENING/SPEAKING/WRITING) IN SPANISH.
(Read the description.)

If students are leaving items blank, say to the class:
MAKE SURE YOU GIVE AN ANSWER TO EVERY QUESTION. REMEMBER, THIS IS NOT A TEST.

At end of questionnaire:
WHEN YOU'RE FINISHED, PUT THE YELLOW QUESTIONNAIRE ON TOP OF THE GREEN QUESTIONNAIRE, AND PUT DOWN YOUR PENCIL.
When all students have finished, collect all questionnaires.

THANK YOU FOR HELPING US WITH THIS INFORMATION.
NOW I'LL TELL YOU WHY WE ASKED YOU TO FILL OUT THESE QUESTIONNAIRES.
WE'RE STUDYING WHAT CHILDREN DO WHEN THEY ARE LEARNING IN SPANISH.
WE WILL BE ABLE TO USE YOUR ANSWERS TO HELP OTHER CHILDREN IN IMMERSION CLASSES.
SO YOUR HELP ON THIS IS VERY IMPORTANT, AND WE REALLY APPRECIATE IT.

Privately thank teacher for her/his time.
Before leaving the site, check that all names and cover information are complete and legible.

② WHAT I AM LIKE AS A STUDENT

SPANISH IMMERSION

Name in English:

Last: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

First: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Date: _____

Teacher: _____

Grade: _____

Practice Questions

For each question, circle the answer that tells how sure you are that you can do this.

P 1. **Can you walk across the room?**

No Way *Probably Not* *Maybe* *Probably* *Definitely*

P 2. **Can you say the alphabet backwards?**

No Way *Probably Not* *Maybe* *Probably* *Definitely*

P 3. **Can you lift up a house with your bare hands?**

No Way *Probably Not* *Maybe* *Probably* *Definitely*

Reading Spanish

Pretend your teacher gives you something new to read in class today. For each question, circle the answer that tells how sure you are that you can do this while reading in Spanish.

R 1. **When you read in Spanish, can you figure out the most important information?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

R 2. **If you read something in Spanish in class today, can you answer questions about it?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

R 3. **When you read in Spanish, can you figure out what new Spanish words mean?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

R 4. **After you read something in Spanish, can you explain it to someone?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

R 5. **Can you understand written directions in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

Listening to Spanish

Pretend you are listening to your teacher explain something in Spanish. For each question, circle the answer that tells how sure you are that you can do this when you listen to Spanish.

L 1. **When you listen to Spanish, can you figure out the most important thing the teacher is saying?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

L 2. **After you hear something in Spanish, can you answer questions about what you heard?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

L 3. **When you listen to Spanish, can you figure out what new Spanish words mean?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

L 4. **After you hear something in Spanish, can you explain it to someone?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

L 5. **Can you understand spoken directions in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

Speaking Spanish

Pretend you have to explain something to your teacher and classmates in Spanish. For each question, circle the answer that tells how sure you are that you can do this when you speak Spanish. Remember to answer what you think is really true for you.

S 1. **Can you say your most important ideas in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

S 2. **Can you say most of your ideas in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

S 3. **Can you figure out what to do when you don't know how to say something in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

S 4. **Can you figure out if people understand what you are saying in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

S 5. **Can you figure out what to do when someone doesn't understand what you are saying in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

S 6. **Can you say something in Spanish that a Spanish person would understand?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

Writing Spanish

Pretend you have to write something in Spanish in class. For each question, circle the answer that tells how sure you are that you can do this when you write in Spanish.

W 1. **Can you write the most important ideas in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

W 2. **Can you write most of your ideas in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

W 3. **Can you figure out what to do when you don't know how to write something in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

W 4. **Can you figure out if people will understand what you are writing in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

W 5. **Can you figure out what to do when someone doesn't understand what you wrote in Spanish?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

W 6. **Can you write something in Spanish that a Spanish person would understand?**
No Way *Probably Not* *Maybe* *Probably* *Definitely*

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